



English Language Arts Field Review  
October 2 – December 1, 2006

Participation and Supported Independence (P/SI)  
Extended Grade Level Content Expectations (EGLCE) and Extended Benchmarks (EB)

**Background Information:** The federal No Child Left Behind Act of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed and based on rigorous grade level content. MI-Access has used Michigan's version 12.05 Grade Level Content Expectations and the high school benchmarks that were approved prior to the new recent high school content expectations. They had not been approved by the Michigan State Board of Education in time to use by the Assessment Plan Writing Team, comprised of Michigan stakeholders, to develop the extended benchmarks. The MDE will be going back to review the new high school expectations and making needed adjustments to align to them. These GLCE and benchmarks were extended during the spring and summer of 2006.

**Instructions:** Please complete the online survey for the MI-Access P/SI English Language Arts EGLCE and EB in order to provide the Michigan Department of Education your feedback. The survey is located at [www.mi.gov/mi-access](http://www.mi.gov/mi-access) in the "Survey Information" category.

(R)READING STRAND

- WS Word Study
- FL Fluency
- NT Narrative Text
- IT Informational Text
- CM Comprehension
- MT Metacognition
- CS Critical Strands
- AT Attitude

(W)WRITING STRAND

- GN Genre
- PR Process
- PS Personal Style
- GR Grammar and Usage
- SP Spelling
- HW Handwriting
- AT Attitude

(S)SPEAKING, LISTENING, AND VIEWING STRANDS

- CN Conventions
- DS Spoken Discourse
- RP Response

\*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7)  
10/20/06

**English Language Arts Field Review  
Participation and Supported Independence  
Extended Grade Level Content Expectations and Extended Benchmarks**

<b>ENGLISH LANGUAGE ARTS STRAND: READING</b>			
<i>Domain: Word Study (WS)</i>			
<b>Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)</b>	<b>Elementary School (Linked to Grade 4)*</b>	<b>Middle School (Linked to Grade 7)*</b>	<b>High School</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.WS.04.01</b> Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in text.	<b>R.WS.07.01</b> Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.	<b>CS.01.HS.04</b> Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>R.WS.E.EG01</b> Show progress in using a variety of structural cues to recognize words, e.g. —letter/sound —whole word chunks. —word families.	<b>R.WS.M.EG01</b> Continue to show progress in using a variety of structural cues to recognize words, e.g. —letter/sound —whole word chunks. —word families.	<b>R.WS.H.EB01</b> Use a variety of structural cues to recognize words, e.g. —letter/sound —whole word chunks. —word families —affixes.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>R.WS.E.EG01</b> Use simple visual and/or sound cues to recognize familiar words.	<b>R.WS.M.EG01</b> Use simple sound cues and structural cues to recognize frequently encountered words.	<b>R.WS.H.EB01</b> Use sound cues and structural cues to recognize words —letter/sound —whole word chunks. —word families.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>

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**English Language Arts Field Review  
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<b>ENGLISH LANGUAGE ARTS STRAND: READING</b>			
<i>Domain: Word Study (WS)</i>			
<b>Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)</b>	<b>Elementary School (Linked to Grade 4)*</b>	<b>Middle School (Linked to Grade 7)*</b>	<b>High School</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.WS.04.02</b> Use structural, syntactic and semantic, cues to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).	<b>R.WS.07.02</b> Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including, idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, syllabication.	<b>CS.01.HS.04</b> Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>R.WS.E.EG2</b> Use semantic and syntactic cues to recognize familiar words in context, e.g., understand familiar and functional words when they are paired with picture symbols, e.g., skull and crossbones paired with <i>poison</i> .	<b>R.WS.M.EG2</b> Progress in using semantic and syntactic cues to recognize words, e.g., use pictures accompanied by a key words in phrases or short sentences to demonstrate understanding of sequence for familiar tasks.	<b>R.WS.H.EB2</b> Use semantic and syntactic cues to understand unfamiliar words, including multiple meaning words e.g., match an increasing number of functional pictures with challenging written text such as <i>emergency exit, temporary detour, ambulance entrance, limited access</i> , etc.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>R.WS.E.EG02</b> Use semantic cues to recognize familiar words, e.g., select an object or a picture that that is paired with a word.	<b>R.WS.M.EG02</b> Progress in using semantic and syntactic cues to recognize familiar words in context, e.g., match an object/picture accompanied by more than one word to make a choice.	<b>R.WS.H.EB02</b> Use semantic and syntactic cues to recognize words, e.g., use pictures accompanied by a key word in a phrase or short sentence to demonstrate understanding of sequence for familiar tasks.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>

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<b>ENGLISH LANGUAGE ARTS STRAND: READING</b>			
<i>Domain: Word Study (WS)</i>			
<b>Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)</b>	<b>Elementary School (Linked to Grade 4)*</b>	<b>Middle School (Linked to Grade 7)*</b>	<b>High School</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.WS.04.03</b> Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	<b>R.WS.07.03</b> Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	<b>CS.01.HS.02</b> Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>R.WS.E.EG03</b> Recognize a number of frequently encountered and personally meaningful words e.g., recognize own first name in print and Dolch basic sight vocabulary words.  Identify and demonstrate understanding of 5-10 functional words/symbols, e.g., stop, men, women, exit, walk, don't walk, go.	<b>R.WS.M.EG03</b> Show progress in automatically recognizing frequently encountered and personally meaningful words e.g., first and last name, address, phone number and Dolch basic sight vocabulary words.  Identify and explain the meanings of 10-20 functional words/symbols, e.g., stop, men, women, exit, walk, don't walk, go.	<b>R.WS.H.EB03</b> Continue to progress in automatically recognizing frequently encountered and personally meaningful words e.g., first and last name, address, phone number, clothing sizes and Dolch basic sight vocabulary words.  Identify and explain the meanings of a variety of functional words/symbols in level-appropriate daily-living text such as traffic, directions, phone books, emergency vehicles, exit signs, names on buses.
<b>Comments</b>	<b>Comments</b>	<b>Comments</b>	<b>Comments</b>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>R.WS.E.EG03</b> Recognize high-frequency words, e.g., identify personally meaningful words accompanied by pictures or symbols.	<b>R.WS.M.EG03</b> Progress in recognizing high-frequency words, e.g., by recognizing familiar and functional words accompanied by picture symbols, such as stop signs, restroom, danger/poison/hazardous signs and symbols, colors (stop/go), pedestrian crossing, etc.	<b>R.WS.H.EB03</b> Continue to progress in recognizing an increasingly demanding number of high-frequency words, e.g., recognize functional words.
<b><u>Comments</u></b>	<b><u>Comments</u></b>	<b><u>Comments</u></b>	<b><u>Comments</u></b>

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## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

ENGLISH LANGUAGE ARTS STRAND: READING			
<i>Domain: Word Study (WS)</i>			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.WS.04.04</b> Know the meanings of words encountered frequently in grade-level reading and oral language contexts.	<b>R.WS.07.04</b> Know the meanings of words encountered frequently in grade-level reading and oral language contexts.	<b>CS.01.HS.04</b> Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.WS.E.EG04</b> Know the meanings of a number of content-area words such as add, tree, land, air, law.	<b>R.WS.M.EG04</b> Know the meanings of an increasing number of key content-area words such as subtract, temperature, weather, etc.	<b>R.WS.H.EB04</b> Know the meanings of an increasing number of key content-area words such as vote, government, etc.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.WS.E.EG04</b> Identify words encountered frequently in familiar contexts, e.g., respond to word/picture combinations associated with familiar occupations (nurse, bus driver, cook).	<b>R.WS.M.EG04</b> Identify words encountered frequently in specific contexts, e.g., recognize vocabulary words accompanied by pictures associated with different tasks and/or vocations.	<b>R.WS.H.EB04</b> Automatically identify words encountered frequently in specific contexts, e.g., demonstrate understanding of task or vocational vocabulary accompanied by pictures, as appropriate for personal or work settings, e.g., brushing teeth, sorting laundry, or doing simple assembly tasks.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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English Language Arts Field Review  
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ENGLISH LANGUAGE ARTS STRAND: READING			
Domain: Word Study (WS), Vocabulary			
Level of Independence (Full, SI, P)  Assessable at: (Classroom/LEA/ISD/State)	Elementary School  (Linked to Grade 4)*	Middle School  (Linked to Grade 7)*	High School
ELA Grade Level Content Expectation v.12.05	<b>R.WS.04.07</b> In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.	<b>R.WS.07.07</b> In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.	<b>CS.03.HS.06</b> Determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources, such as context, research, reference materials, and electronic resources.
Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State	<b>R.WS.E.EG07</b> Show progress in recognizing words associated with familiar tasks.	<b>R.WS.M.EG07</b> Recognize sets of related words needed for specific tasks, e.g., create word families associated with a theme or topic.	<b>R.WS.H.EB.07</b> In context, using strategies and resources, understand and use vocabulary needed for tasks associated with jobs.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State			
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

ENGLISH LANGUAGE ARTS STRAND: READING			
<i>Domain: Fluency(FL)</i>			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.FL.02.03</b> Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.	<b>R.FL.07.AA</b> Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.	<b>R.FL.11.AA</b> Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>R.FL.E.EG03</b> Begin to apply the following aspects of fluency: naming letters, associating letters and their sounds, recognizing a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.	<b>R.FL.M.EGAA</b> Apply an increasing number of the following aspects of fluency: naming letters, associating letters and their sounds, recognizing a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print, pausing and emphasizing, using punctuation cues.	<b>R.FL.H.EBAA</b> Apply some of the following aspects of fluency: naming letters, associating letters and their sounds, recognizing a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print, pausing and emphasizing, using punctuation cues, using appropriate intonation, recognizing sight words.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>R.FL.E.EG03</b> Understand basic concepts of print, e.g., —appropriate page turning or visual attendance to the need for page turning —one-to-one correspondence between word read and word printed on the page.	<b>R.FL.M.EGAA</b> Understand basic concepts of print, e.g., —directionality —differences between letters and words, words and sentences —where to go at the end of a line.	<b>R.FL.H.EBAA</b> Understand basic concepts of print, e.g., —print (not the picture) conveying a message —concepts of first, middle, and last part of word, sentence, story —common characteristics of books such as author, title, illustrator.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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<b>ENGLISH LANGUAGE ARTS STRAND: READING</b>			
<i>Domain: Fluency(FL)</i>			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.FL.02.01</b> Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.	<b>R.WS.07.AB</b> Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.	<b>R.FL.11.AB</b> Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>			
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>R.FL.E.EG04</b> Automatically recognize familiar essential words, symbols, or pictures e.g., bathroom sign, exit sign, hot, cold, men, women.	<b>R.FL.M.EAB</b> Automatically recognize additional essential words, symbols, and pictures, e.g., skull and crossbones, Mr. Yuk or Officer Ugg for poison, danger, poison, fire, etc.	<b>R.FL.H.EBAB **</b> Automatically recognize and use key environmental words, symbols, and pictures by performing the appropriate action, e.g., touching the “fire” button on a phone when shown a picture of a household fire.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>



**English Language Arts Field Review  
Participation and Supported Independence  
Extended Grade Level Content Expectations and Extended Benchmarks**

ENGLISH LANGUAGE ARTS STRAND: READING			
<i>Domain: Narrative Text (NT)</i>			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.NT.04.01</b> Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.	<b>R.NT.07.01</b> Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.	<b>CS.05.HS.02</b> Describe and discuss archetypal human experiences that appear in literature and other texts from around the world.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.NT.E.EG01</b> Identify specific characters' experiences in culturally diverse literature recognized for its merit.	<b>R.NT.M.EG01</b> Identify common basic human experiences from culturally diverse literature recognized for its merit.	<b>R.NT.H.EB01</b> Identify and discuss basic common human experiences from diverse literature recognized for its merit.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.NT.E.EG01</b> Respond to culturally diverse literature recognized for its merit.	<b>R.NT.M.EG01</b> Identify specific characters' experiences in culturally diverse literature recognized for its merit.	<b>R.NT.H.EB01</b> Identify common basic human experiences from culturally diverse literature recognized for its merit.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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ENGLISH LANGUAGE ARTS STRAND: READING			
Domain: Narrative Text (NT)			
Level of Independence (Full, SI, P)  Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
ELA Grade Level Content Expectation v.12.05	R.NT.04.02 Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.	R.NT.07.02 Analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.	CS.08.HS.02 Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives. Examples include use of symbol, motifs, and function of minor characters in epics, satire, and drama.
Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State	R.NT.E.EG02 Respond to a variety of narrative text genre: stories, poetry, and songs.	R.NT.M.EG02 Identify a variety of narrative text genre: stories, poetry, and songs.	R.NT.H.EB02 Identify and describe narrative text genre: stories, poetry, and songs.
Comments	Comments	Comments	Comments
Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State			
Comments	Comments	Comments	Comments

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# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

ENGLISH LANGUAGE ARTS STRAND: READING			
<i>Domain: Narrative Text (NT)</i>			
Level of Independence (Full, SI, P)  Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>R.NT.04.03</b> Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, antihero, or narrator; know first person point of view and identify conflict and resolution.	<b>R.NT.07.03</b> Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.	<b>CS.08.HS.02</b> Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives. Examples include use of symbol, motifs, and function of minor characters in epics, satire, and drama.
<b>Draft Supported Independence</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>R.NT.E.EG03</b> Identify a few simple story elements in narrative text, such as characters; setting; sense-of-story events (main characters, beginning, middle, end), e.g., recognize the basic sequence of a familiar story.  Interact with stories with characters having roles, e.g., hero, opposing character/anti-hero/villain, narrator.	<b>R.NT.M.EG03</b> Identify an increasing number of simple story elements in narrative text, such as characters; setting; sense-of-story events (main and secondary characters, beginning, middle, end), e.g., identify sense-of-story events using pictures and prompting, i.e., beginning, middle, end.  Understand that characters have roles in a story, e.g. hero, opposing character/anti-hero/villain, narrator.	<b>R.NT.H.EB03</b> Identify most basic components of story, such as characters; setting; sense-of-story events (main and secondary characters, beginning, middle, end).  Identify characters' roles in a story, e.g., hero, opposing character/anti-hero/villain, narrator.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>R.NT.E.EG03</b> Answer simple questions about basic story elements such as characters, events, and setting, e.g., identify an illustration that supports or accurately reflects a character or the setting after accessing the story and listening to discussions and/or explanations.	<b>R.NT.M.EG03</b> Answer simple questions about story elements such as character, setting, events, conflict, and main idea, e.g., identify an illustration or a statement that accurately reflects the conflict or a character trait after accessing the story and listening to discussions and/or explanations.	<b>R.NT.H.EB03</b> Answer simple questions about characters' intentions (good or bad) and the story's lesson or moral e.g., identify an illustration or a statement that accurately reflects the character's intentions main idea after accessing the story and listening to discussions and/or explanations.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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## Participation and Supported Independence

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ENGLISH LANGUAGE ARTS STRAND: READING			
<i>Domain: Narrative Text (NT)</i>			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.NT.04.04</b> Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.	<b>R.NT.07.04</b> Analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.	<b>CS.08.HS.04</b> Identify and use aspects of the craft of the speakers, writer, and illustrator to formulate and express their ideas artistically. Examples include imagery, irony, multiple points of view, complex dialogue, aesthetic, and persuasive techniques.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>R.NT.E.EG04</b> Identify what makes the stories they are reading fiction vs. fact and why an author makes that choice.	<b>R.NT.M.EG04</b> Understand what makes the stories they are reading fiction vs. fact and how that relates to the author's purpose.	<b>R.NT.H.EB04</b> Identify whether a story reading is fiction or fact and explain how that relates to the author's purpose (entertain vs. inform).
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>			
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ENGLISH LANGUAGE ARTS STRAND: NUMBERS AND OPERATIONS			
Domain: Informational Text (IT)			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.IT.04.01</b> Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography /biography, personal essay, almanac, and newspaper.	<b>R.IT.07.01</b> Analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.	<b>CS.08.HS.03</b> Describe and use characteristics of informational genre (e.g., manuals, briefings, documentaries, and research presentations) and complex elements of expository texts (e.g., thesis statement, supporting ideas, and authoritative and/or statistical evidence) to convey ideas
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.IT.E.EG01</b> Identify a variety of informational/functional texts, e.g. books, magazines, newspapers, calendars, picture books, comic books.	<b>R.IT.M.EG01</b> Show progress in identifying an increasing variety of informational/functional texts, e.g. books, magazines, newspapers, calendars, picture dictionaries, phone books, coupons.	<b>R.IT.H.EB01</b> Identify types of frequently encountered informational/functional texts, e.g., books, magazine articles, newspaper articles, dictionary pages, recipes, manuals.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.IT.E.EG01</b> Identify different types of informational text, e.g. product labels, recipes, newspapers, books.	<b>R.IT.M.EG01</b> Identify different types of informational text, e.g., magazines, personal correspondence, textbooks, reference texts.	<b>R.IT.H.EB01</b> Use informational text to find answers, e.g., find the answer to a question in an informational text.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

\*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7)  
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# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

ENGLISH LANGUAGE ARTS STRAND: Reading			
<i>Domain: Informational Text (IT)</i>			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
ELA Grade Level Content Expectation v.12.05	<b>R.IT.04.02</b> Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.	<b>R.IT.07.02</b> Analyze organizational text patterns including sequential, compare/contrast, and cause/effect.	<b>CS.08.HS.03</b> Describe and use characteristics of informational genre (e.g., manuals, briefings, documentaries, and research presentations) and complex elements of expository texts (e.g., thesis statement, supporting ideas, and authoritative and/or statistical evidence) to convey ideas
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.IT.E.EG02</b> Recognize sequences of information (e.g., daily schedule, calendars).	<b>R.IT.M.EG02</b> Identify informational text patterns with prompting and use of pictures, e.g., sequence (beginning, middle, end).	<b>R.IT.H.02</b> Retell appropriately leveled informational text with events in sequence or logically enumerated
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.IT.E.EG02</b> Answer simple questions about basic informational text patterns, e.g., identifying whether a passage describes or lists and familiar sequences of information, e.g., awareness of daily schedule, calendars.	<b>R.IT.M.EG02</b> Answer simple questions about basic informational text patterns, e.g., identifying whether a passage compares or presents cause and effect and sequences of information, e.g., schedules, calendars.	<b>R.IT.H.EB02</b> Answer simple questions about basic informational text patterns, e.g., identifying whether a passage presents cause and effect or items in a sequence, e.g., schedules, calendars.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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10/20/06

**English Language Arts Field Review  
Participation and Supported Independence  
Extended Grade Level Content Expectations and Extended Benchmarks**

ENGLISH LANGUAGE ARTS STRAND: Reading			
Domain: Informational Text (IT)			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.IT.04.03</b> Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.	<b>R.IT.07.03</b> Explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.	<b>CS.08.HS.05</b> Describe and use the characteristics of various oral, visual, and written texts (e.g., debate, drama, primary documents, and documentaries) and the textual aids they employ (e.g., prefaces, appendices, lighting effects, and microfiche headings) to convey meaning and inspire audiences.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.IT.E.EG03</b> Know that pictures/drawings enhance understanding of text.	<b>R.IT.M.EG.03</b> Follow simple directions using headings and sub-headings, in picture and/or word text in a basic how-to book, e.g. follow a simple recipe, collate papers.	<b>R.IT.H.EB.03</b> Follow more complex directions in a basic how-to book, e.g., follow a recipe, collate papers to place in a notebook.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.IT.E.EG03</b> Use text features such as pictures and headings to help find information within text, e.g., a communication system, book, and/or audiotape.	<b>R.IT.M.EG03</b> Use text features such as indices to help find increasing amounts of information within text, e.g., a communication system, book, and/or audiotape.	<b>R.IT.H.EB03</b> Use text features such as subheadings and keys to help find increasing amounts of information within text, e.g., a communication system, book, and/or audiotape.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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**English Language Arts Field Review  
Participation and Supported Independence  
Extended Grade Level Content Expectations and Extended Benchmarks**

ENGLISH LANGUAGE ARTS STRAND: READING			
<i>Domain: Comprehension (CM)</i>			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.CM.04.01</b> Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	<b>R.CM.07.01</b> Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	<b>CS.10.HS.01</b> Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.CM.E.EG01</b> Connect words, pictures, personal knowledge, and experience to draw conclusions and make predictions about text.	<b>R.CM.M.EG01</b> Connect words, pictures, personal knowledge, experience, and understanding of the world to draw conclusions and make predictions about text.	<b>R.CM.H.EB01</b> Connect words, pictures, personal knowledge, experience, and understanding of the world to draw conclusions and make predictions about increasingly challenging text.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.CM.E.EG01</b> Use words, pictures, personal knowledge, and experience to draw conclusions about text.	<b>R.CM.M.EG01</b> Use words, pictures, personal knowledge, and experience to draw conclusions about more challenging text.	<b>R.CM.H.EB01</b> Use words, pictures, personal knowledge, and experience to draw conclusions and make predictions about increasingly challenging text.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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**English Language Arts Field Review  
Participation and Supported Independence  
Extended Grade Level Content Expectations and Extended Benchmarks**

ENGLISH LANGUAGE ARTS STRAND: READING			
<i>Domain: Comprehension (CM)</i>			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.CM.04.02</b> Retell through concise summarization grade-level narrative and informational text.	<b>R.CM.07.02</b> Retell through concise summarization grade-level narrative and informational text.	<b>CS.07.HS.01</b> Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions; scanning for specific information related to research questions; analyzing tone and voice; and representing content through summarizing, clustering, and mapping.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.CM.E.EG02</b> Retell a few important events from familiar text (beginning, middle, end) using picture prompts and/or words.	<b>R.CM.M.EG02</b> Retell up to three events from familiar text using their own words or phrasing.	<b>R.CM.H.EB02</b> Retell and summarize appropriately leveled narrative, informational, and functional text.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.CM.E.EG02</b> Recognize significant details from narrative, informational, and functional texts.	<b>R.CM.M.EG02</b> Identify significant details from and select an appropriate summary of increasingly challenging narrative, informational, and functional texts.	<b>R.CM.H.EG02</b> Identify significant details from and select an appropriate summary of increasingly challenging narrative, informational, and functional texts.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

ENGLISH LANGUAGE ARTS STRAND: READING			
Domain: Comprehension (CM)			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>R.CM.04.03</b> Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.	<b>R.CM.07.03</b> Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.	<b>CS.09.HS.02</b> Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.
<b>Draft Supported Independence</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>R.CM.E.EG03</b> Understand that characters are like people and have thoughts, feelings, and emotions.  Discuss two narratives or two informational texts, e.g., discuss similarities and differences in stories and characters-and begin to make connections using prompting and picture cues.	<b>R.CM.M.EG03</b> Identify characters' thoughts and/or feelings.  Discuss two or three narratives or informational texts, e.g., discuss similarities and differences in stories and characters and begin to make connections using prompting and picture cues.	<b>R.CM.H.EB03</b> Identify, describe, and compare characters' thoughts and/or emotions.  Describe relationships among two or three narratives or informational texts, e.g., begin to make connections using picture cues or find similarities and differences between two texts.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>R.CM.E.EG03</b> Show comprehension of certain elements of text. e.g., characters or events.	<b>R.CM.M.EG03</b> Show of certain elements of increasingly challenging text, e.g., characters or events.	<b>R.CM.H.EB03</b> Show comprehension of certain elements of increasingly challenging text, e.g., characters, events, or key ideas.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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English Language Arts Field Review  
Participation and Supported Independence  
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ENGLISH LANGUAGE ARTS STRAND: READING			
Domain: Comprehension (CM)			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
ELA Grade Level Content Expectation v.12.05	R.CM.04.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.	R.CM.07.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.	CS.09.HS.02 Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.
Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State	R.CM.E.EG04 Ask questions about text they have accessed.	R.CM.M.EG04 Apply information from texts to other situations.	R.CM.H.EB04 Apply information from texts to other situations.
Comments	Comments	Comments	Comments
Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State	R.CM.E.EG04 Recognize key ideas from functional, science, social studies, or mathematics text.	R.CM.M.EG04 Identify key ideas from functional, science, social studies, or mathematics text.	R.CM.H.EB04 Identify key ideas from increasingly challenging functional, science, social studies, or mathematics text.
Comments	Comments	Comments	Comments

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# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

ENGLISH LANGUAGE ARTS STRAND: READING			
Domain: Metacognition (MT)			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>R.MT.04.01</b> Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	<b>R.MT.07.01</b> Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	<b>CS.07.HS.02</b> Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and demonstrate flexible use of strategies across a wide range of situations
<b>Draft Supported Independence</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>R.MT.E.EG01</b> Progress in self-monitoring comprehension when encountering text, beginning to apply such strategies as —constructing mental images, —listening again —representing ideas in text, or —questioning.	<b>R.MT.M.EG01</b> Progress in self-monitoring comprehension when encountering text, beginning to apply such strategies as —constructing mental images, —listening again —representing ideas in text, —questioning, ( <i>Who? What? When</i> ), —summarizing.	<b>R.MT.H.EB01</b> Progress in self-monitoring comprehension when encountering text, beginning to apply such strategies as —constructing mental images, —listening again —representing ideas in text, —questioning, ( <i>Who? What? When</i> ), —summarizing
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

ENGLISH LANGUAGE ARTS STRAND: READING			
<i>Domain: Metacognition (MT)</i>			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>R.MT.04.01</b> Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	<b>R.MT.07.01</b> Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	<b>CS.07.HS.02</b> Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and demonstrate flexible use of strategies across a wide range of situations
Comments	Comments	Comments	Comments
<b>Draft Participation</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b> <b>Classroom/LEA/ISD/State</b>	<b>R.MT.E.EG01</b> Begin to self-monitor comprehension when encountering text, experimenting with such strategies as —constructing mental images —listening again, or —representing ideas in text.	<b>R.MT.M.EG01</b> Progress in self-monitoring comprehension when encountering text, beginning to apply such strategies as —constructing mental images, —listening again —representing ideas in text, or —questioning.	<b>R.MT.H.EB01</b> Progress in self-monitoring comprehension when encountering text, applying such strategies as —constructing mental images, —listening again —representing ideas in text, —questioning, or —predicting.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

ENGLISH LANGUAGE ARTS STRAND: READING			
<i>Domain: Metacognition (MT)</i>			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.MT.04.02</b> Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.	<b>R.MT.07.02</b> Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQ3R and pattern guides.	<b>CS.03.HS.05</b> Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating focus questions; deciding how to represent content through analyzing, clustering, and mapping; and withholding personal bias while listening.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.MT.E.EG02</b> Use processes to construct and convey meaning such as creating lists and using familiar resources.	<b>R.MT.M.EG02</b> —Progress in using processes to construct and convey meaning such as creating lists, using familiar resources, working with a pattern, and using a story map or web.	<b>R.MT.H.EB02</b> Progress in using processes to construct and convey meaning such as creating lists; using familiar resources; working with a pattern; and using a story map, a web, or a graphic organizer.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.MT.E.EG02</b> Begin to experiment with processes to construct and convey meaning such as creating lists and using familiar resources.	<b>R.MT.M.EG02</b> Progress in using processes to construct and convey meaning such as creating lists, using familiar resources, and working with a pattern.	<b>R.MT.H.EB02</b> Progress in using processes to construct and convey meaning such as creating lists, using familiar resources, working with a pattern, and using a simple graphic organizer.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

ENGLISH LANGUAGE ARTS STRAND: READING			
Domain: Critical Standards (CS)			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4) *	Middle School (Linked to Grade 7) *	High School (Grade 11 Content Standards)
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.CS.04.01</b> Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.	<b>R.CS.07.01</b> Analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	<b>CS.12.HS.02</b> Analyze and apply individual, shared, and academic standards in various contexts.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.CS.E.EG01</b> Assess personal work and the work of others with guidance and prompting, e.g., <i>What is good about this work? What do you like about this work? What are your personal strengths/skills?</i>	<b>R.CS.M.EG01</b> Assess personal work and the work of others with prompting, e.g., <i>What is good about this work? What do you like about this work? What are your personal strengths/skills?</i>	<b>R.CS.H.EB01</b> Assess personal work and the work of others with reduced or no prompting, maintaining a focus on identification of personal strengths/skills.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>R.CS.E.EG01</b> Indicate an ability to self-access text, including both personal work and the work of others.	<b>R.CS.M.EG01</b> Indicate an ability to self-access text after accessing a variety of texts, including both personal work and the work of others.	<b>R.CS.H.EB01</b> Indicate an ability to self-access text based on identified criteria after accessing a variety of texts, including both personal work and the work of others.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

**English Language Arts Field Review  
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ENGLISH LANGUAGE ARTS STRAND: READING			
<i>Domain: Reading Attitude (AT)</i>			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>R.AT.04.01</b> Be enthusiastic about reading and do substantial reading and writing on their own.	<b>R.AT.07.01</b> Be enthusiastic about reading and do substantial reading and writing on their own.	<b>CS.01.HS.01</b> Use reading for multiple purposes, such as enjoyment, learning complex procedures, completing technical tasks, making workplace decisions, evaluating and analyzing information, and pursuing in-depth studies.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>R.AT.E.EG01</b> Become enthusiastic about reading and learning how to read.  Choose a variety of texts for listening or viewing enjoyment and information.	<b>R.AT.M.EG01</b> Be enthusiastic about reading and learning how to read.  Choose books, book activities, word play, and/or writing on their own during free time in school and at home.	<b>R.AT.H.EB01</b> Be enthusiastic about reading for leisure and to gain information.  Choose books, book activities, word play, and/or writing on their own during free time in school and at home.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>R.AT.E.EG01</b> Be enthusiastic about accessing text.  Choose books and book activities on their own during free time in school and at home.	<b>R.AT.M.EG01</b> Be enthusiastic about accessing text for leisure and to gain information  Choose books, book activities, word play, and/or writing or drawing on their own during free time in school and at home.	<b>R.AT.H.EB01</b> Be enthusiastic about accessing text for leisure, to gain information, and to help with decisions.  Choose books, book activities, word play, and/or writing or drawing on their own during free time in school and at home.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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Participation and Supported Independence  
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English Language Arts			
STRAND: Writing			
Domain: Writing Genres (GN)			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD/State)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>W.GN.04.01</b> Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.	<b>W.GN.07.01</b> Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/ protagonists, personification).	<b>CS.02.HS.01</b> Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.
<b>Draft Supported Independence</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>W.GN.E.EG01</b> Begin a personal narrative by drawing a picture, telling about themselves, or using word approximations in combination to create simple sentence structure, e.g., tell what they like/dislike, school environment, family, meals. (Words may not be intelligible to an outsider.)	<b>W.GN.M.EG01</b> Write a personal narrative using symbols, pictures, and/or print, showing progress in creating simple sentences using words and/or pictures.	<b>W.GN.H.EB01</b> Write a brief narrative in sequence showing relationships among characters, using words and/or pictures to create sentences.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>W.GN.E.EG01</b> Create personal work, e.g., drawings, emergent writing.	<b>W.GN.M.EG01</b> Create personal work, e.g., personal narrative drawings and/or writing.	<b>W.GN.H.EB01</b> Create personal work, e.g., drawings and/or different forms of narrative writing.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

\*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7)  
10/20/06

# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

English Language Arts			
STRAND: Writing			
Domain: Writing Genres (WG)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
ELA Grade Level Content Expectation v.12.05	<b>W.GN.04.02</b> Write poetry based on reading a wide variety of grade-appropriate poetry.	<b>W.GN.07.AA</b> Write poetry based on reading a wide variety of grade-appropriate poetry.	<b>W.GN.11.AA</b> Write poetry based on reading a wide variety of grade-appropriate poetry.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>W.GN.E.EG02</b> Begin to use poetic language, e.g., rhyme words, write simple couplets, or describe in colorful language.	<b>W.GN.M.EGAA</b> Progress in using poetic language, e.g., rhyme words, write simple couplets, or describe in colorful language.	<b>W.GN.H.EBAA</b> Progress in using poetic language, e.g., rhyme words, write simple couplets, or describe in colorful language.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State			
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

\*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7)  
10/20/06

# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

English Language Arts			
STRAND: Writing			
Domain: Writing Genres (GN)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>W.GN.04.03</b> Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.	<b>W.GN.07.02</b> Write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.	<b>CS.02.HS.01</b> Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.
<b>Draft Supported Independence</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>W.GN.E.EG3</b> Tell basic steps through verbalization or drawing a how-to of a simple activity, e.g., making sandwich, playing a game, etc.	<b>W.GN.M.EB02</b> Write an informational piece using symbols, pictures, and/or print that focuses on a functional activity.	<b>W.GN.H.EB02</b> Write for functional purposes, with assistance, e.g., lists, resumes, letters.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>		<b>W.GN.M.EG02</b> Contribute to a class list in preparation for a class writing project, e.g., an informational letter about a field trip or a class experience.	<b>W.GN.H.EB02</b> Create a personal list or a web by selecting from a group of pictures in preparation for completing an informational writing project, e.g., breakfast items or a favorite meal.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

\*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7)  
10/20/06

# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

English Language Arts			
STRAND: Writing			
Domain: Writing Genres (GN)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>W.GN.04.04</b> Use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.	<b>W.GN.07.03</b> Formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.	<b>CS.11.HS.01</b> Generate questions about important issues that affect them or society, or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or hypothesis.
<b>Draft Supported Independence</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>W.GN.E.EG4</b> Contribute to a group list-making session in preparation for a class research project.	<b>W.GN.M.EG03</b> Contribute to a group list-making session in preparation for a class research project on a topic from a content-area text.	<b>W.GN.H.EB04</b> Create a simple list without assistance for ideas and take simple notes in preparation for a class research project on a topic from a content-area text.
Comments	Comments	Comments	Comments
<b>Draft Participation</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>W.GN.E.EG04</b> Contribute to class projects such as a list or web of favorite items or a class book on a popular topic.		
Comments	Comments	Comments	Comments

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10/20/06

# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

English Language Arts			
STRAND: Writing			
Domain: Writing Process (PR)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>W.PR.04.01</b> Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	<b>W.PR.07.01</b> Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	<b>CS.02.HS.02</b> Recognize and approximate authors' innovative techniques to convey meaning and influence an audience when composing their own texts. Examples include experimentation with time, stream of consciousness, multiple perspectives, and use of complex grammatical conventions.
<b>Draft Supported Independence</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>W.PR.E.EG01</b> Identify an audience for a personal oral story or drawing and decide if it will make the audience happy, sad, scared, or amused. Understand an author/creator's purpose as identified in an explanation.	<b>W.PR.M.EG01</b> Make progress in determining and considering an audience when creating visual, spoken, or written text. Make progress in identifying a purpose for creating visual, spoken, or written text.	<b>W.PR.H.EB01</b> Determine and consider an audience when creating visual, spoken, or written text. Identify a purpose for creating visual, spoken, or written text.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>W.PR.E.EG01</b> Contribute to class discussions and projects considering audience and purpose for writing.	<b>W.PR.M.EG01</b> Consider audience and purpose for a class writing project and make progress toward considering audience and purpose for personal writing.	<b>W.PR.H.EB01</b> With assistance, consider audience and purpose when writing narrative or informational text.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

\*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7)  
10/20/06

**English Language Arts Field Review  
Participation and Supported Independence  
Extended Grade Level Content Expectations and Extended Benchmarks**

English Language Arts STRAND: Writing			
Domain: Writing Process (PR)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
ELA Grade Level Content Expectation v.12.05	<b>W.PR.04.02</b> Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).	<b>W.PR.07.02</b> Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).	<b>CS.07.HS.04</b> Demonstrate flexibility in using strategies for planning, drafting, revising, and editing complex texts in a variety of genre, and describe the relationship between form and meaning.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>W.PR.E.EG02</b> With prompting and assistance, working in groups, use simple pre-writing strategies such as story maps, outlines, webs.	<b>W.PR.M.EG02</b> Apply simple pre-writing strategies to generate and organize thoughts, e.g., brainstorming sessions, word webs, charts, story maps.	<b>W.PR.H.EB02</b> Use pre-writing strategies to generate and organize thoughts/events and put them in appropriate sequence, e.g., brainstorming sessions, word webs, charts, story maps, graphic organizers.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>W.PR.E.EG02</b> Contribute to class brainstorming sessions to generate and organize ideas for a class writing project.	<b>W.PR.M.EG02</b> Contribute to writing sessions that generate and organize ideas for writing and make progress toward doing so in their own writing.	<b>W.PR.H.EB02</b> Make progress toward generating and organizing ideas for their own writing.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

**English Language Arts Field Review  
Participation and Supported Independence  
Extended Grade Level Content Expectations and Extended Benchmarks**

English Language Arts STRAND: Writing			
Domain: Writing Process (PR)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>W.PR.04.03</b> Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.	<b>W.PR.07.04</b> Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.	<b>CS.08.HS.01</b> Identify and use selectively mechanics that facilitate understanding.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>W.PR.E.EG3</b> Write own name and other important words and use semi-phonetic spelling to represent text, such as labeling a picture they have drawn, assigning a message to their own symbols.	<b>W.PR.M.EG04</b> Write one or more sentences (may use scribe or assistive technology) and make progress toward writing complete sentences that express ideas.	<b>W.PR.H.EB03</b> Write complete sentences and express ideas.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>W.PR.E.EG03</b> Create a draft of text that conveys meaning to an audience, e.g., a picture or emergent writing.	<b>W.PR.M.EG04</b> Progress in creating a draft of text that conveys meaning to an audience, e.g., a picture, emergent writing, or a group of connected words that expresses a main idea.	<b>W.PR.H.EB03</b> Progress in creating a draft of text that conveys meaning to an audience, e.g., a picture or a sentence that expresses a main idea and details.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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10/20/06

**English Language Arts Field Review  
Participation and Supported Independence  
Extended Grade Level Content Expectations and Extended Benchmarks**

English Language Arts STRAND: Writing			
Domain: Writing Process (PR)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>W.PR.04.05</b> Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.	<b>W.PR.07.05</b> Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.	<b>CS.02.HS.03</b> Plan, draft, revise, and edit their texts, and analyze and critique the texts of others in such areas as purpose, effectiveness, cohesion, and creativity.
<b>Draft Supported Independence</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>W.PR.E.EG05</b> With prompting and suggestions from teacher, make simple edits and revisions to writing or pictures, such as spelling correctly and adding details to pictures.	<b>W.PR.M.EG05</b> With assistance as needed, make simple edits and revisions to writing or pictures, such as adding details, correcting errors, and experimenting with various words or techniques.	<b>W.PR.H.E05</b> Revise/edit and proofread writing or pictures as needed to create a published product.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>			
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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10/20/06



# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

English Language Arts			
STRAND: Writing			
Domain: Personal Style (PS)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
ELA Grade Level Content Expectation v.12.05	<b>W.PS.04.01</b> Exhibit personal style and voice to enhance the written message in both narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions).	<b>W.PS.07.01</b> Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).	<b>CS.06.HS.02</b> Evaluate the power of using multiple voices in their oral and written communication to persuade, inform, entertain, and inspire their audiences.
Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State	<b>W.PS.E.EG01</b> Show originality in oral, written, and visual messages including both narrative (natural language, expressed sentiment, original ideas) and informational/functional (listing, naming, describing).	<b>W.PS.M.EG01</b> Make progress in showing originality in oral, written, and visual messages including both narrative (natural language, expressed sentiment, original ideas) and informational/ functional text (listing, naming, describing).	<b>W.PS.H.EB01</b> Exhibit individual style and voice to enhance messages, whether they be visual or oral, e.g., in narrative text: varying word choice and sentence structure; in informational text: using examples and describing.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State	<b>W.PS.E.EG01</b> Develop an individual style in oral and visual messages.	<b>W.PS.M.EG01</b> Make progress in developing an individual style in oral and visual messages.	<b>W.PS.H.EB01</b> Make progress in developing an individual style in oral and visual messages.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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10/20/06

**English Language Arts Field Review  
Participation and Supported Independence  
Extended Grade Level Content Expectations and Extended Benchmarks**

English Language Arts			
STRAND: Writing			
Domain: Grammar and Usage (GR)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4) *	Middle School (Linked to Grade 7) *	High School (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>W.GR.04.01</b> In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.	<b>W.GR.07.01</b> In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.	<b>CS.02.HS.04</b> Demonstrate precision in selecting appropriate language conventions when editing text. Examples include complex grammatical constructions, sentence structures, punctuation, and spelling.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>	<b>W.GR.E.EG01</b> Begin to develop basic writing skills by writing rudimentary sentences or phrases, such as a noun with a verb, or a noun with an adjective, as well as simple conventions, such as end punctuation.	<b>W.GR.M.EG01</b> Make progress in using simple and compound sentences with some attention to punctuation, contractions, commas in series, appropriate pronoun use, beginning and ending sentences correctly.	<b>W.GR.H.EB01</b> Use simple and compound sentences with some attention to punctuation, contractions, commas in series, appropriate pronoun use, capitalization.
Comments	Comments	Comments	Comments
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>			
Comments	Comments	Comments	Comments

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10/20/06

# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

English Language Arts			
STRAND: Writing			
Domain: Spelling (SP)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
ELA Grade Level Content Expectation v.12.05	<b>W.SP.04.01</b> In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	<b>W.SP.07.01</b> In the context of writing, correctly spell the derivatives of bases and affixes.	<b>CS.02.HS.04</b> Demonstrate precision in selecting appropriate language conventions when editing text. Examples include complex grammatical constructions, sentence structures, punctuation, and spelling.
Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark	<b>W.SP.E.EG01</b> Spell a small number of frequently encountered and personally meaningful words correctly, such as <i>Mom</i> , <i>Dad</i> , own name.  Accurately copy functional words and own address, using print or assistive technology.	<b>W.SP.M.EG01</b> Accurately spell own name and personally meaningful words such as <i>Mom</i> , <i>Dad</i> , own name, using print or assistive technology.  Accurately copy 5-10 functional words and own address, using print or assistive technology.	<b>W.SP.H.EB01</b> Spell some frequently encountered and personal information words correctly, e.g., name, address, parents' names, etc.  Spell 10-15 functional words and own address, using print or assistive technology.
Comments	Comments	Comments	Comments
Draft Participation Extended Grade Level Content Expectation/Extended Benchmark			
Comments	Comments	Comments	Comments

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10/20/06

**English Language Arts Field Review  
Participation and Supported Independence  
Extended Grade Level Content Expectations and Extended Benchmarks**

English Language Arts STRAND: Writing			
Domain: Handwriting (HW)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>W.HW.04.01</b> Write neat and legible compositions.	<b>W.HW.07.01</b> Write neat and legible compositions.	<b>W.HW.11.AA</b> Write neat and legible compositions.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>W.HW.E.EG01</b> Write upper and lower case manuscript letters legibly.	<b>W.HW.M.EG01</b> Write and/or type manuscript letters neatly.	<b>W.HW.H.EBAA</b> Write neatly and legibly both upper and lower case.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>W.HW.E.EG01</b> Progress in using forms of early writing, e.g., scribbling, drawing, making letter-like marks.	<b>W.HW.M.EG01</b> Continue to progress in using forms of early writing, e.g., scribbling, drawing, making letter-like marks with spaces between them, writing individual letters.	<b>W.HW.H.EBAA</b> Continue to progress in using forms of early writing, e.g., scribbling, drawing, making letter-like marks with spaces between them, writing individual letters, beginning to form upper and lower case letters.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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English Language Arts Field Review  
Participation and Supported Independence  
Extended Grade Level Content Expectations and Extended Benchmarks

English Language Arts  
STRAND: Writing

Domain: Writing Attitude (AT)

Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4) *	Middle School (Linked to Grade 7) *	High School (Grade 11 Content Standards)
ELA Grade Level Content Expectation v.12.05	<b>W.AT.04.01</b> Be enthusiastic about writing and learning to write.	<b>W.AT.07.01</b> Be enthusiastic about writing and learning to write.	<b>W.AT.11.AA</b> Be enthusiastic about writing and learning to write.
Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State	<b>W.AT.E.EG01</b> Be enthusiastic about writing and learning how to write.	<b>W.AT.M.EG01</b> Be enthusiastic about writing and learning how to write.	<b>W.AT.H.EBAA</b> Be enthusiastic about writing.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State	<b>W.AT.E.EG01</b> Be enthusiastic about using written communication, including communication devices.	<b>W.AT.M.EG01</b> Be enthusiastic about using written communication, including communication devices.	<b>W.AT.H.EBAA</b> Be enthusiastic about using written communication, including communication devices.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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10/20/06

**English Language Arts Field Review**  
**Participation and Supported Independence**  
**Extended Grade Level Content Expectations and Extended Benchmarks**

<b>ENGLISH LANGUAGE ARTS</b>			
<b>STRAND: Speaking, Listening, and Viewing</b>			
<i>Topic: Speaking, Speaking Conventions (CN)</i>			
<b>Level of Independence</b> (Full, SI, P)	<b>Elementary School</b> (Linked to Grade 4)*	<b>Middle School</b> (Linked to Grade 7)*	<b>High School</b> (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>S.CN.04.01</b> Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.	<b>S.CN.07.AA</b> Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.	<b>CS.03.HS.07</b> Recognize and use varied innovative techniques to construct text, convey meaning, and express feelings to influence audiences. Examples include experimentation with time, order, stream of consciousness, and multiple points of view.
<b>Draft Supported Independence</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>S.CN.E.EG01</b> Make progress toward using grammatical structures, e.g., singular/plural nouns and simple conjunctions.	<b>S.CN.M.EGAA</b> Make progress toward using grammatical structures, e.g., —singular/plural nouns, —simple conjunctions —nominative and objective case pronouns —subject/verb agreement.	<b>S.CN.H.EB01</b> Make progress toward using grammatical structures, e.g., —singular and plural nouns —conjunctions —nominative and objective case pronouns —subject/verb agreement —singular possessive pronouns ( <i>my/mine, his/hers, etc.</i> ) —inflected endings ( <i>-s, -es, -ing</i> ) —correct verb tenses.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>
<b>Draft Participation</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  <b>Classroom/LEA/ISD/State</b>	<b>S.CN.E.EG01</b> Make progress toward communicating accurately, e.g., speak in statements with simple conjunctions (and, but, or) rather than single words.	<b>S.CN.M.EGAA</b> Make progress toward communicating accurately, e.g., correctly use —singular and plural nouns —nominative and objective case pronouns.	<b>S.CN.H.EB01</b> Make progress toward communicating accurately, e.g., correctly use —conjunctions —singular and plural nouns —nominative and objective case pronouns —subject/verb agreement —singular possessive pronouns ( <i>my/mine, his/hers, etc.</i> ) —inflected endings ( <i>-s, -es, -ing</i> )
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>

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10/20/06

**English Language Arts Field Review  
Participation and Supported Independence  
Extended Grade Level Content Expectations and Extended Benchmarks**

<b>ENGLISH LANGUAGE ARTS</b>			
<b>STRAND: Speaking, Listening, and Viewing</b>			
<i>Topic: Speaking, Speaking Conventions (CN)</i>			
<b>Level of Independence (Full, SI, P)</b>	<b>Elementary School (Linked to Grade 4)*</b>	<b>Middle School (Linked to Grade 7)*</b>	<b>High School (Grade 11 Content Standards)</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>S.CN.04.02</b> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., community-building, appreciation/ invitations, cross-curricular discussions).	<b>S.CN.07.01</b> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.	<b>CS.04.HS.05</b> Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for interdisciplinary project, and videos designed to inform or entertain diverse audiences.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<p><b>S.CN.E.EG02</b> Explore language to communicate with a variety of audiences and for different purposes, such as questions and answers with picture points.</p> <p>Begin to maintain Make progress toward maintaining effective body language for speaking, e.g., focus eyes toward audience and respect personal space.</p> <p>Explore language to communicate with a variety of audiences and for different purposes, such as questions and answers with picture points.</p> <p>Make progress toward communicating appropriately, e.g., listen while others are speaking; pause appropriately; use polite expressions such as <i>hello</i>, <i>good-bye</i>, <i>please</i>; respond appropriately to greetings.</p>	<p><b>S.CN.M.EG01</b> Use language to communicate effectively for different purposes, such as getting information, making requests, discussing, and interacting with peers and adults.</p> <p>Make progress toward maintaining effective body language while speaking, e.g., focus eyes toward audience and respect personal space.</p> <p>Use language to communicate effectively for different purposes, such as getting information, making requests, discussing, and interacting with peers and adults.</p> <p>Make progress toward communicating appropriately, e.g., listen actively while others are speaking; take turns when talking; and use polite expressions such as <i>Thank you</i>, <i>You're welcome</i>.</p>	<p><b>S.CN.H.EB02</b> Adjust their use of language to communicate effectively with a variety of audiences in different settings.</p> <p>Maintain effective body language while speaking, e.g., focus eyes toward audience and respect personal space.</p> <p>Adjust their use of language to communicate effectively with a variety of audiences in different settings.</p> <p>Make progress toward communicating appropriately, e.g., take turns; listen attentively; speak with consideration for others; and use polite expressions such as <i>How are you</i>, <i>Excuse me</i>, <i>I'm sorry</i>.</p>
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>

# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

ENGLISH LANGUAGE ARTS			
STRAND: Speaking, Listening, and Viewing			
Topic: Speaking, Speaking Conventions (CN)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>S.CN.04.02</b> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., community-building, appreciation/ invitations, cross-curricular discussions).	<b>S.CN.07.01</b> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.	<b>CS.04.HS.05</b> Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for interdisciplinary project, and videos designed to inform or entertain diverse audiences.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>	<b>S.CN.E.EG02</b> Make progress in using appropriate vocalizations, gestures, and/or words to communicate to a variety of audiences for different purposes —greetings —courtesies  Make progress toward communicating appropriately, e.g., listen while others are speaking; pause appropriately; use polite expressions such as hello, good-bye, please; respond appropriately to greetings.	<b>S.CN.M.EG01</b> Make progress in using appropriate vocalizations, gestures, and/or words to communicate with a variety of audiences for different purposes —greetings —courtesies —questions and answers —requests.  Make progress toward communicating appropriately, e.g., listen actively while others are speaking; take turns when talking; and use polite expressions such as Thank you, You're welcome.	<b>S.CN.H.EB02</b> Use appropriate vocalizations, gestures and/or words to communicate with a variety of audiences for different purposes —greetings —courtesies —questions and answers —requests. —interacting with others.  Make progress toward communicating appropriately, e.g., listen actively while others are speaking; take turns; and use polite expressions such as How are you, Excuse me, I'm sorry.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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**English Language Arts Field Review  
Participation and Supported Independence  
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<b>ENGLISH LANGUAGE ARTS</b>			
<b>STRAND: Speaking, Listening, and Viewing</b>			
<i>Topic: Speaking, Speaking Conventions (CN)</i>			
<b>Level of Independence (Full, SI, P)</b>	<b>Elementary School (Linked to Grade 4)*</b>	<b>Middle School (Linked to Grade 7)*</b>	<b>High School (Grade 11 Content Standards)</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>S.CN.05.03</b> Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.	<b>S.CN.07.AA</b> Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.	<b>S.CN.11.EBAA</b> Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>S.CN.E.EG03</b> Recognize the need for appropriate volume, tone, and intonation in varied contexts such as the playground and the classroom.	<b>S.CN.M.EGAA</b> Make progress in using appropriate volume control, tone, and intonation in varied contexts such as the playground and the classroom.	<b>S.CN.H.EBAA</b> Use appropriate volume control, tone, and intonation in varied contexts.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>S.CN.E.EG03</b> Begin to recognize the need for acceptable volume and tone.	<b>S.CN.M.EGAA</b> Use an acceptable tone of voice and volume level when speaking to a variety of audiences in different settings.	<b>S.CN.H.EBAA</b> Use an acceptable tone of voice and volume level when speaking to a variety of audiences in different settings.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>

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# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

ENGLISH LANGUAGE ARTS			
STRAND: Speaking, Listening, and Viewing			
Topic: Speaking, Speaking Conventions (CN)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
ELA Grade Level Content Expectation v.12.05	<b>S.CN.04.05</b> Understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.	<b>S.CN.07.AB</b> Understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.	<b>S.CN.11.AB</b> Understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.
Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State	<b>S.CN.E.EG05</b> Become aware that language differs from playground and classroom as a function of linguistic and cultural group membership, e.g., provide examples of language differences on the playground and in the classroom.	<b>S.CN.M.EGAB</b> Make progress in using appropriate language in varied contexts as a function of linguistic and cultural group membership, e.g., provide examples of language differences in social settings and in the classroom.	<b>S.CN.H.EBAB</b> Use appropriate language in varied contexts as a function of linguistic and cultural group membership, e.g., provide examples of language differences in social settings, the classroom, and the workplace.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State			
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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<b>ENGLISH LANGUAGE ARTS</b>			
<b>STRAND: Speaking, Listening and Viewing</b>			
<i>Topic: Speaking, Spoken Discourse (DS)</i>			
<b>Level of Independence (Full, SI, P)</b>	<b>Elementary School (Linked to Grade 4)*</b>	<b>Middle School (Linked to Grade 7)*</b>	<b>High School (Grade 11 Content Standards)</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>S.DS.04.01</b> Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	<b>S.DS.07.01</b> Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	<b>CS.10.HS.02</b> Function as literate individuals in varied contexts within their lives in and beyond the classroom.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>S.DS.E.EG01</b> Make progress toward engaging in substantive conversation while remaining focused on subject matter when discussing a familiar topic.  Develop ability to promote self-advocacy	<b>S.DS.M.EG01</b> Make progress toward engaging in substantive conversation while remaining focused on subject matter when discussing a familiar topic.  Continue progress toward taking and supporting a position to promote self-advocacy	<b>S.DS.H.EB01</b> Continue to make progress toward engaging in substantive conversation while remaining focused on subject matter when discussing a familiar topic.  Take and supporting a position to promote self-advocacy
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>S.DS.E.EG01</b> Maintain focus on conversations in various settings, e.g., home, classroom, school community.	<b>S.DS.M.EG01</b> Maintain focus on conversations in various settings, e.g., home, classroom, school community, beginning to participate with gestures, facial expressions, and/or words.	<b>S.DS.H.EB01</b> Maintain interest in focus on interactive, extended conversations in varied settings, e.g., supported work environments, home, social life, school community, participating with gestures, facial expressions, and/or words.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>

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<b>ENGLISH LANGUAGE ARTS</b>			
<b>STRAND: Speaking, Listening and Viewing</b>			
<i>Topic: Speaking, Spoken Discourse (DS)</i>			
<b>Level of Independence (Full, SI, P)</b>	<b>Elementary School (Linked to Grade 4)*</b>	<b>Middle School (Linked to Grade 7)*</b>	<b>High School (Grade 11 Content Standards)</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>S.DS.04.02</b> Discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.	<b>S.DS.07.03</b> Discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).	<b>S.DS.11.AA</b> Discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>			
<b>Classroom/LEA/ISD/State</b>			
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>	<b>S.DS.E.EG02</b> Begin to retell familiar experiences.	<b>S.DS.M.EG03</b> Retell familiar experiences in increasing detail, including at least characters involved).	<b>S.DS.H.EBAA</b> Tell/retell familiar stories using characters and proper sequence.
<b>Classroom/LEA/ISD/State</b>			
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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<b>ENGLISH LANGUAGE ARTS</b>			
<b>STRAND: Speaking, Listening and Viewing</b>			
<i>Topic: Speaking, Spoken Discourse (DS)</i>			
<b>Level of Independence (Full, SI, P)</b>	<b>Elementary School (Linked to Grade 4)*</b>	<b>Middle School (Linked to Grade 7)*</b>	<b>High School (Grade 11 Content Standards)</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>S.DS.04.04</b> Plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.	<b>S.DS.07.04</b> Plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.	<b>CS.11.HS.04</b> Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>S.DS.E.EG04</b> Make progress toward planning and delivering simple presentations for functional purposes, e.g., introducing self, giving a classroom tour, taking a message to the office.	<b>S.DS.M.EG04</b> Plan and deliver simple presentations for functional purposes, e.g., introducing self, giving a classroom tour, taking a message to the office.	<b>S.DS.H.EB04</b> Give basic presentation, including introducing self, delivering messages, and telling about specific events.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>S.DS.E.EG04</b> Introduce self, using verbalizations, symbols, pictures, and/or assistive technology.	<b>S.DS.M.EG04</b> Introduce self with increasing detail, using verbalizations, symbols, pictures, and/or assistive technology.	<b>S.DS.H.EB04</b> Introduce self with increasing detail, using verbalizations, symbols, pictures, and/or assistive technology.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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<b>ENGLISH LANGUAGE ARTS</b>			
<b>STRAND: Speaking, Listening and Viewing</b>			
<i>Topic: Listening and Viewing, Listening Conventions (CN)</i>			
<b>Level of Independence (Full, SI, P)</b>	<b>Elementary School (Linked to Grade 4)*</b>	<b>Middle School (Linked to Grade 7)*</b>	<b>High School (Grade 11 Content Standards)</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>L.CN.04.01</b> Ask substantive questions of the speaker that will provide additional elaboration and details.	<b>L.CN.07.AA</b> Ask substantive questions of the speaker that will provide additional elaboration and details.	<b>L.CN.11.EBAA</b> Ask substantive questions of the speaker that will provide additional elaboration and details.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>L.CN.E.EG01</b> Understand and follow one- and two-step directions.	<b>L.CN.M.EGAA</b> Understand and follow increasingly complex directions.	<b>L.CN.H.EBAA</b> Understand and follow increasingly complex directions.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>L.CN.E.EG01</b> Follow one- and two-step directions.	<b>L.CN.M.EGAA</b> Respond to questions asked related to familiar routines and experiences.	<b>L.CN.H.EBAA</b> Respond to questions asked related to assigned tasks.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>

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<b>STRAND: Speaking, Listening and Viewing</b>			
<i>Topic: Listening and Viewing, Listening Conventions (CN)</i>			
<b>Level of Independence (Full, SI, P)</b>	<b>Elementary School (Linked to Grade 4)*</b>	<b>Middle School (Linked to Grade 7)*</b>	<b>High School (Grade 11 Content Standards)</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>L.CN.04.02</b> Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.	<b>L.CN.07.02</b> Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.	<b>CS.03.HS.04</b> Consistently use effective listening strategies (e.g., discriminating, assigning meaning, evaluating, and remembering) and elements of effective speaking (e.g., message content, language choices, and audience analysis).
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>L.CN.E.EG02</b> Listen receptively and interact and respond appropriately, e.g., make eye contact and be attentive and supportive.	<b>L.CN.M.EG02</b> Listen receptively and interact appropriately as part of an audience, e.g., make eye contact and be attentive and supportive.	<b>L.CN.H.EB02</b> Use effective listening and viewing behaviors in large and small group settings, e.g., make eye contact and be attentive and supportive.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>L.CN.E.EG02</b> Listen receptively to each other and interact and respond appropriately through eye contact and being attentive and supportive.	<b>L.CN.M.EG02</b> Listen and view receptively and interact appropriately as part of an audience through eye contact and being attentive and supportive, i.e., be courteous, listen, and refrain from interrupting.	<b>L.CN.H.EH02</b> Listen and view receptively and interact appropriately as part of an audience through eye contact and being attentive and supportive, i.e., be courteous, listen, and refrain from interrupting.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>

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<b>ENGLISH LANGUAGE ARTS</b>			
<b>STRAND: Speaking, Listening and Viewing</b>			
<i>Topic: Listening and Viewing, Response (RP)</i>			
<b>Level of Independence (Full, SI, P)</b>	<b>Elementary School (Linked to Grade 4)*</b>	<b>Middle School (Linked to Grade 7)*</b>	<b>High School (Grade 11 Content Standards)</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>L.RP.04.01</b> Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.	<b>L.RP.07.01</b> Listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.	<b>CS.03.HS.08</b> Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark</b>	<b>L.RP.E.EG01</b> Respond to a variety of genre, discussing and identifying personal feelings about the text.	<b>L.RP.M.EG01</b> Respond to a variety of genre, sharing understandings and comparing their responses to those of their peers.	<b>L.RP.H.EG01</b> Respond to a variety of genre, sharing understandings and comparing their responses to those of their peers.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark</b>	<b>L.RP.E.EG1</b> Listen to or view a variety of genres, e.g., stories, nursery rhymes, poetry, and songs, and compare their responses to those of their peers.	<b>L.RP.M.EG1</b> Listen to or view a variety of genres and compare their responses to those of their peers.	<b>L.RP.H.EB1</b> Listen to or view a variety of genres and compare their responses to those of their peers.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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<b>STRAND: Speaking, Listening and Viewing</b>			
<i>Topic: Listening and Viewing, Response (RP)</i>			
<b>Level of Independence (Full, SI, P)</b>	<b>Elementary School (Linked to Grade 4)*</b>	<b>Middle School (Linked to Grade 7)*</b>	<b>High School (Grade 11 Content Standards)</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>L.RP.04.02</b> Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	<b>L.RP.07.02</b> Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	<b>CS.05.HS.01</b> Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>			
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>L.RP.E.EG02</b> Listen to or view a variety of genres, including music, and respond thoughtfully when prompted with vocalizations, verbalizations, hand symbols, and/or assistive technology.	<b>L.RP.M.EG02</b> Listen to or view a variety of genres, including music, recognized for quality and merit and respond thoughtfully when prompted with vocalizations, verbalizations, hand symbols, and/or assistive technology.	<b>L.RP.H.EB02</b> Listen to or view a variety of genres, including music, recognized for quality and merit and respond thoughtfully when prompted with vocalizations, verbalizations, hand symbols, and/or assistive technology.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>

\*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7)  
10/20/06

# English Language Arts Field Review

## Participation and Supported Independence

### Extended Grade Level Content Expectations and Extended Benchmarks

ENGLISH LANGUAGE ARTS			
STRAND: Speaking, Listening and Viewing			
Topic: Listening and Viewing, Response (RP)			
Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4)*	Middle School (Linked to Grade 7)*	High School (Grade 11 Content Standards)
<b>ELA</b> <b>Grade Level Content Expectation v.12.05</b>	<b>L.RP.04.03</b> Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.	<b>L.RP.07.05</b> Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.	<b>CS.03.HS.08</b> Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.
<b>Draft Supported Independence</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State			
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation</b> <b>Extended Grade Level Content</b> <b>Expectation/Extended Benchmark</b>  Classroom/LEA/ISD/State	<b>L.RP.E.EG03</b> Respond to speech directed at them in a way that reflects understanding.	<b>L.RP.M.EG05</b> Respond to multiple oral and visual text types in ways that reflect understanding.	<b>L.RP.H.EB03</b> Respond to multiple oral and visual text types in ways that reflect understanding.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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ELA Grade Level Content Expectation v.12.05		L.RP.07.03 Identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.	L.RP.11.AA Identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.
Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State		L.RP.M.EG03 Retell what a speaker said, paraphrasing and explaining a main idea and connecting it with personal experiences.	L.RP.H.EBAA Retell what a speaker said, summarizing the main ideas and connecting them with personal experiences.
Comments	Comments	Comments	Comments
Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State			
Comments	Comments	Comments	Comments

**English Language Arts Field Review  
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<b>ENGLISH LANGUAGE ARTS</b>			
<b>STRAND: Speaking, Listening and Viewing</b>			
<i>Topic: Listening and Viewing, Response (RP)</i>			
<b>Level of Independence (Full, SI, P)</b>	<b>Elementary School (Linked to Grade 4) *</b>	<b>Middle School (Linked to Grade 7) *</b>	<b>High School (Grade 11 Content Standards)</b>
<b>ELA Grade Level Content Expectation v.12.05</b>	<b>L.RP.04.04</b> Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).		<b>CS.03.HS.01</b> Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>			
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>L.RP.E.EG04</b> Make progress toward combining communication skills to reveal strengthening reading, writing, speaking, and listening abilities.		<b>L.RP.H.EB04</b> Continue to make progress toward combining communication skills to reveal strengthening reading, writing, speaking, and listening abilities.
<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>	<u><b>Comments</b></u>

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Level of Independence (Full, SI, P)	Elementary School (Linked to Grade 4) *	Middle School (Linked to Grade 7) *	High School (Grade 11 Content Standards)
ELA Grade Level Content Expectation v.12.05	<b>L.RP.04.05</b> Respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.	<b>L.RP.07.06</b> Evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.	
Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State	<b>L.RP.E.EG05</b> Retell what a speaker said by repeating the main idea and connecting with personal experiences.		
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State		<b>L.RP.M.EG06</b> Continue to make progress toward combining communication skills to reveal strengthening reading, writing, speaking, and listening abilities.	
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>

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<b>ELA Grade Level Content Expectation v.12.05</b>	<b>L.RP.04.AA</b> Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.	<b>L.RP.07.07</b> Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.	<b>L.RP.11.AB</b> Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and they will determine if the techniques used achieved their intended effects.
<b>Draft Supported Independence Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>	<b>L.RP.E.EGAA</b> Become more aware of speakers' techniques.	<b>L.RP.M.EG07</b> Demonstrate awareness that speakers use techniques that often convey false and misleading information, e.g., propaganda, advertisement.	<b>L.RP.H.EBAB</b> Demonstrate awareness that speakers use techniques that often convey false and misleading information, e.g., propaganda, advertisement.
<u>Comments</u>	<u>Comments</u>	<u>Comments</u>	<u>Comments</u>
<b>Draft Participation Extended Grade Level Content Expectation/Extended Benchmark  Classroom/LEA/ISD/State</b>			
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